

WHITEMORE PARK MIDDLE

1808 Rhue Street
Conway, SC 29527

Grades	6-8 Middle School	
Enrollment	529 Students	
Principal	Robbie Watkins	843-488-0669
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

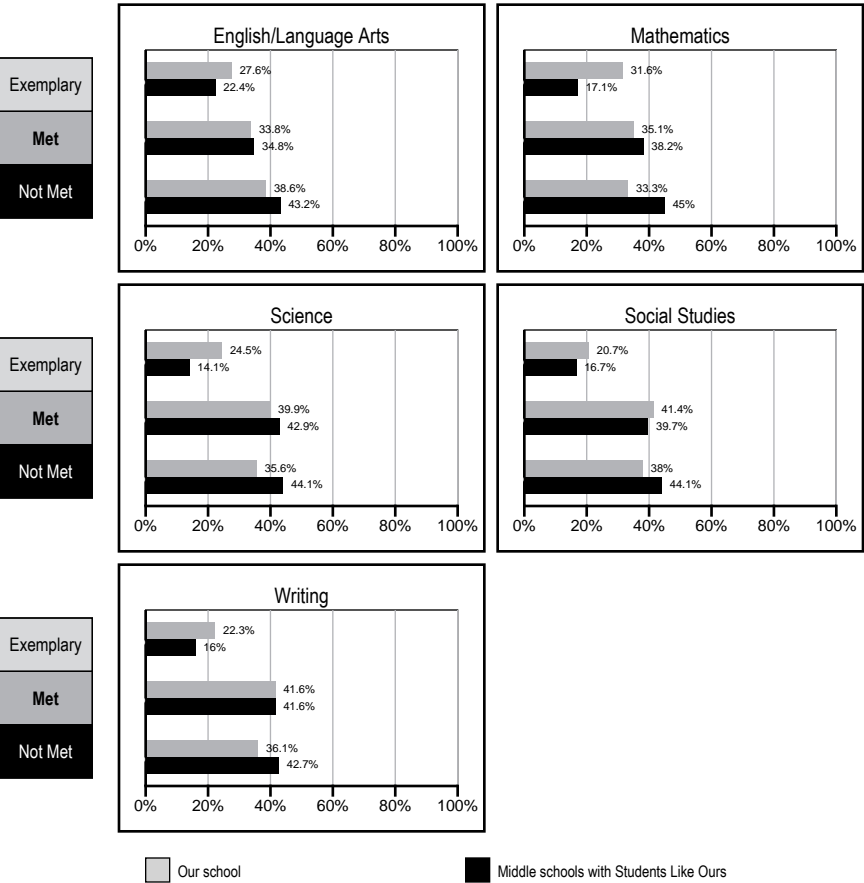
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	23	28	5

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.2%	92.8%
English 1	100.0%	90.1%
Physical Science	N/A	68.7%
US History and the Constitution	N/A	N/A
All Subjects	98.3%	90.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=529)				
Students enrolled in high school credit courses (grades 7 & 8)	36.0%	Up from 32.7%	14.5%	24.2%
Retention rate	0.4%	Down from 0.9%	0.9%	0.7%
Attendance rate	95.2%	Down from 96.1%	95.4%	95.9%
Eligible for gifted and talented	17.6%	Down from 18.6%	10.5%	16.4%
With disabilities other than speech	22.3%	Up from 19.0%	13.4%	12.0%
Older than usual for grade	2.1%	Up from 0.9%	4.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.4%	0.3%	0.5%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	62.2%	No Change	58.3%	58.5%
Continuing contract teachers	68.9%	Up from 62.2%	70.0%	80.0%
Teachers with emergency or provisional certificates	7.9%	Down from 10.0%	10.0%	4.0%
Teachers returning from previous year	81.2%	Up from 80.7%	80.7%	84.6%
Teacher attendance rate	94.9%	Up from 94.8%	95.4%	95.4%
Average teacher salary*	\$46,253	Down 1.4%	\$45,064	\$46,561
Professional development days/teacher	9.6 days	Down from 12.3 days	11.1 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	13.5 to 1	Down from 16.0 to 1	19.7 to 1	21.1 to 1
Prime instructional time	87.2%	Down from 87.7%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Up from 86.3%	95.6%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$10,871	Up 2.2%	\$9,161	\$7,802
Percent of expenditures for instruction**	62.3%	No Change	62.1%	63.8%
Percent of expenditures for teacher salaries**	58.1%	Up from 44.2%	57.6%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The faculty and staff of Whittemore Park have had a successful and productive 2009-2010 school year. Our students have performed not only in the classroom but also in the community and in their extracurricular activities. WPM students have shown overwhelming growth on Measures of Academic Progress (MAP), and we fully expect the same performance on PASS. Students in our strategic and intensive classes have made tremendous progress over the school year on benchmark tasks. This year ten students were identified as Junior Scholars, ten students were Explore Scholar, and we had one student identified as a John Hopkins Scholar. Our students are afforded many opportunities to participate in extracurricular activities. Our Mock Trial team competed in regional competition, the Math Counts Team placed 7th in regional competition, four students received 1st place honors in the 1st Annual Horry County Technology Fair, and 4 students received honors at Math Fest. Six students were selected for All-County Band, two were selected for Region Band, and one was invited to audition for All-State Band. WPMS also had 15 All County Chorus students this year that participated in a 2 day workshop/clinic followed by a concert. Eight art students received scholarships for the CCU Gifted and Talented Summer Arts Academy. Fifteen members of the Wright Flight club will be rewarded with plane rides based on their performance in the classroom and as part accomplishing academic goals. Our students have participated in many community service projects. Thanks to the Builder's Club, 100 Point Club, and 4H Club, we have new landscaping around our front entrance in honor of Arbor Day. The Builder's Club also collected shoes for Africa as a part of the Souls for Heart program and will participate in Relay for Life. Our 7th grade Carolina Girls collected cans as a fundraiser to help families in need at Christmas while our 8th grade team sold links to support families at Christmas. The Chorus Department coordinated a benefit for one of our students in order to offset medical expenses, and our football team joined forces to do yard clean-up and small repair for members of our community. Our teachers have continued with their Professional Learning Communities (PLCs) and have focused on writing common assessments. We were also fortunate to partner with John Antonetti and Jim Garver, national consultant with Colleagues on Call, in order to work on the eight engagement qualities. Teachers have participated in learning walks and have worked on designing lessons to incorporate the engagement qualities into their lesson plans. We are very fortunate to have the support of a strong PTO and countless volunteers who have supported and assisted in helping our teachers, staff, and students many different projects and tasks. We are very proud of the accomplishments of our school family. Robbie Watkins, Principal Jim Rabon, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	160	50
Percent satisfied with learning environment	72.2%	74.2%	77.6%
Percent satisfied with social and physical environment	73.0%	71.2%	57.1%
Percent satisfied with school-home relations	64.9%	78.2%	69.4%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	524	100	39.3	33.7	26.9	72.9	85.4	83.5	Yes	Yes
Gender										
Male	268	100	45.6	31	23.4	66.7	82	80.1	N/A	N/A
Female	256	100	32.5	36.8	30.7	79.7	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	277	100	28.7	36.6	34.6	80.3	89.5	89.6	Yes	Yes
African American	222	100	49.5	32	18.4	66	73.7	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	90.7	92.7	I/S	I/S
Hispanic	23	100	61.9	19	19	52.4	82.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.5	85.1	I/S	I/S
Disability Status										
Disabled	122	100	81.4	16.8	1.8	33.6	58.2	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	57.1	14.3	28.6	57.1	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	435	100	42.6	33.6	23.8	69.4	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	523	100	36.6	34.6	28.8	73.5	84.2	80.4	Yes	Yes
Gender										
Male	267	100	37.7	31.7	30.6	70.6	82.2	78.4	N/A	N/A
Female	256	100	35.5	37.7	26.8	76.6	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	277	100	24.4	36.6	39	83.9	89.5	87.8	Yes	Yes
African American	221	100	51	32.5	16.5	61.7	69.8	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.1	93.5	I/S	I/S
Hispanic	23	100	38.1	33.3	28.6	71.4	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.7	83.2	I/S	I/S
Disability Status										
Disabled	122	100	77.9	17.7	4.4	34.5	53.9	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	35.7	28.6	35.7	71.4	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	434	100	41.6	34.8	23.6	69.4	78.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	356	100	36	39.6	24.4	64	71.8	67.3
Gender								
Male	178	100	34.9	36.6	28.5	65.1	71.7	66.9
Female	178	100	37.2	42.9	19.9	62.8	71.9	67.7
Racial/Ethnic Group								
White	183	100	28.3	38	33.7	71.7	80.4	79.6
African American	152	100	43.4	42	14.7	56.6	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.9	84.4
Hispanic	19	100	47.1	35.3	17.6	52.9	61.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	69.5
Disability Status								
Disabled	88	100	76.8	17.1	6.1	23.2	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	11	100	58.3	25	16.7	41.7	59.1	58.6
Socio-Economic Status								
Subsidized meals	308	100	39.6	40.6	19.8	60.4	63	55.4

Social Studies

All Students	357	100	38.7	40.9	20.4	61.3	75.3	70.9
Gender								
Male	182	100	43.9	35.1	21.1	56.1	74.2	70.1
Female	175	100	33.1	47.1	19.7	66.9	76.5	71.7
Racial/Ethnic Group								
White	183	100	32.3	37.7	29.9	67.7	80.5	79.2
African American	159	100	46.3	44.2	9.5	53.7	59.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.9	86.8
Hispanic	14	100	30.8	46.2	23.1	69.2	74	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66	71.2
Disability Status								
Disabled	77	100	76.1	21.1	2.8	23.9	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.8	68
Socio-Economic Status								
Subsidized meals	293	100	43.2	39.5	17.3	56.8	68	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	533	97.6	35.5	42	22.5	64.5	76.8	72.1	95.2	95.8
Gender										
Male	276	96.7	41.4	45.4	13.1	58.6	69.9	65.2	95.2	95.7
Female	256	98.8	28.9	38.2	32.9	71.1	83.9	79.2	95.1	95.8
Racial/Ethnic Group										
White	279	98.6	27.1	43.9	29	72.9	83.2	80.8	94.2	95.5
African American	227	96.9	44.8	39.8	15.4	55.2	59.2	59.7	96.2	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.2	87	N/A	96.9
Hispanic	24	95.8	47.6	38.1	14.3	52.4	69.7	64.6	96.6	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	73.4	N/A	94.1
Disability Status										
Disabled	122	93.4	80.6	16.7	2.8	19.4	34.3	27.7	95.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	91.7	57.1	28.6	14.3	42.9	67.2	63.7	97.3	96.7
Socio-Economic Status										
Subsidized meals	439	97.7	40.4	40.2	19.4	59.6	68.9	61.9	94.9	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	194	99.5	34.1	40.3	25.6	65.9
	7	166	100	34	30.7	35.3	66
	8	191	99	32.4	38.7	28.9	67.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	167	100	33.5	38.1	28.4	66.5
	7	190	100	39	35.5	25.6	61
	8	167	100	45.5	27.6	26.9	54.5

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	194	100	26.6	41.8	31.6	73.4
	7	166	100	29.3	41.3	29.3	70.7
	8	191	99	34.1	42.2	23.7	65.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	167	100	29	36.1	34.8	71
	7	189	100	39	36.6	24.4	61
	8	167	100	41.7	30.8	27.6	58.3

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	97	100	43.7	52.9	3.4	56.3
	7	166	100	28.7	43.3	28	71.3
	8	94	100	33.7	43.8	22.5	66.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	82	100	46.8	45.5	7.8	53.2
	7	189	100	27.9	41.3	30.8	72.1
	8	85	100	43	30.4	26.6	57

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	97	99	20.2	62.9	16.9	79.8
	7	166	99.4	47.7	30.2	22.1	52.3
	8	95	97.9	36.1	41	22.9	63.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	85	100	17.9	64.1	17.9	82.1
	7	189	100	47.7	37.8	14.5	52.3
	8	83	100	39.7	24.4	35.9	60.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	188	96.8	38.7	42.8	18.5	61.3
	7	164	97.6	36.2	35.6	28.2	63.8
	8	194	97.4	25.4	48	26.6	74.6
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	171	97.7	35.5	42.6	21.9	64.5
	7	192	97.9	35.7	43.3	21.1	64.3
	8	170	97.1	35.3	39.9	24.8	64.7

Abbreviations for Missing Data

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